Checklist for School Improvement

(Indicate YES/NO and comment on the school's implementation.)

School Name: _____

Completed by: _____ **Date:** _____

School Improvement Process Stage	Yes/No	*Comments*
Building readiness and trust Leadership team is established and meets regularly to address the school improvement plan.		
Processes for conducting efficient and effective meetings are used regularly (norms, agreement on consensus model).		
Staff is clear on who is involved in decision making, i.e., who decides what?		
Lines of communication are clear, i.e., who tells who, and how feedback is gathered is agreed upon.		
The district supports the school's efforts and is appropriately visible through participation on improvement team and/or attendance at planning meetings.		
Staff, students, parents, and the wider school community members are involved in the planning, implementation and evaluation of the school improvement process.		
Collecting, analyzing, and using data School staff have had meaningful opportunities to gather and analyze their data in the following categories:		
Achievement in disaggregated groups		
Demographic data		
Attendance		
Discipline referrals		
Parent conference participation percentages		
Surveys and other perceptual data from staff, students, and parents		
Other_____		

Setting Measurable Goals The staff has developed SMART goals (Specific, Measurable, Achievable, Realistic, and Time bound)		
School goals are clearly displayed and publicized.		
Staff has prioritized their goals so that effort is focused.		
Goals are regularly reviewed and updated.		
Research-based Practices to Reach Goals Staff members have located materials (articles, studies, and other publications) on research-based practices.		
Study groups or professional learning teams are set up for teachers to examine research-based practices.		
Processes/systems are set up for staff to share information on research-based practices.		
Staff is involved in professional development on research-based practices that are **linked** to school improvement goals.		
Making Action Plans/Assigning Responsibility Action plans for each goal area specify:		
How will it be measured?		
Describe the activities or steps for achieving each goal.		
Who is responsible?		
What is the timeline?		
How will the implementation of the activities monitored?		
What Professional Development Goal is needed to implement and achieve this goal?		
Monitoring Implementation There is a clear strategy for how implementation of the plan will be monitored, i.e., when interim checks will occur, by whom, etc.		
There is a plan for collecting formative data in order to monitor process as specified in the action plan.		
Evaluation of Effectiveness Staff reviews summative data (state assessment, GPAs, end of course assessments) to determine overall effectiveness to improve student achievement.		
There are intentional efforts to celebrate staff and student efforts and achievement of goals.		
The school improvement goals/action plans are revised each year.		